

13 September 1974

Mr. Walsh:

The following is a summary of the principal points of the attached memorandum:

- Branch chiefs should be provided with complete OTR curricula guides and be rated on how well they perform as training counselors.
- More coordination is needed between DDI and OTR top managers. OK
- Vocational training needs some new emphasis and new methodologies should be taught.
- Substantive training in our fields of expertise can be improved.
- Consciousness-raising learning programs should be provided for all employees.
- Managerial training should be available and mandatory for all supervisors. OK
- Training for clerical employees should be expanded and a broader range of courses should be made available to them. OK

We look forward to discussing the report with you and Mr. Proctor at the upcoming luncheon and would also like to discuss the recommendations of members for specific ways in which our proposals might be implemented.

Chairman

DDI Management Advisory Group

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MAGID-9

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MEMORANDUM FOR: Associate Deputy Director for Intelligence

SUBJECT : MAGID Report on DDI Training Requirements

1. In many respects this effort to appraise DDI training needs and the role of the Office of Training in providing them is a variation on the theme that MAGID addressed in the recent study on communications. Both are concerned with how we learn from each other and our environment, and they proceed to the same fundamental conclusion -- that senior management must do more to nurture the growth of the human and intellectual resources of the directorate. Both emotional and intellectual issues are involved, and therefore, it seems to us that an assortment of institutional and educational remedies are required. In short, we believe that the directorate should make a stronger commitment to cooperate with OTR in improving and expanding educational programs now available, and in helping to devise new ones for managers, analysts, and clerical employees. To withhold full support from an invigorated educational program or to quibble unnecessarily over details, cost, or short-term utility would be dangerously short-sighted.

2. Perhaps the most significant problem undermining the Agency's training effort is the communications gap that exists between OTR and its clientele. We have heard of far too many instances of employees enrolling in courses that did not meet their expectations, or that were entirely inappropriate for their needs. Examples abound:

- An OCI branch chief with some experience was encouraged by OTR (and the course description) to enroll in the Fundamentals of Supervision and Management, but decided against it after learning that the course is designed primarily for persons at a lower level with little or no management experience.

- A GS-12 in OER attended the Information Science for Management course, but found out too late that it was not what he wanted. It apparently is designed for persons in higher grades, even though, contrary to expectations, it has little to do with management theory or practise.
- A supervisor who took the Advanced Management Course said afterwards that he still had little idea about who the course is designed for and what criteria should be used in selecting students.

The problem has numerous sources. OTR often is guilty of using the hard-sell to fill a classroom, of issuing equivocal or inadequate admission requirements, and of failing to advise students who have enrolled in the wrong course. The constant changes in course content, outlook, and objectives over time also have caused confusion about what an offering provides today.

3. A considerable portion of the blame for this communications gap must fall on DDI managers at all levels, however. Although we recognize that a large share of the responsibility for selecting the right course lies with the prospective student, there is a hierarchy of institutional quirks and deficiencies that impede the process. The first line supervisor should be the foremost educational counselor for all subordinates. We propose that senior management require that branch chiefs be able and willing to guide their employees about the full spectrum of training available and relevant to their work. *for the
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All branch chiefs should be provided with a complete and current OTR curriculum guide and they should be graded by their superiors on how well they perform as counselors. Although many branch chiefs already do an excellent job in this area, the emphasis in most DDI components is on the central role of division and office training officers who range upwards in grade from GS-5. We know of numerous instances where that system does not work well, where training officers are unable to counsel employees about courses, and where training manuals are not readily available.

4. Senior managers in the directorate are also responsible for the communications gap. We believe that there should be more intimate collaboration at the top between the DDI and OTR in identifying our training needs and in working together to construct courses and programs of learning. The view that OTR is the final refuge or last chance of weary bureaucrats is still widely held, and this contributes significantly to

misunderstandings about training. We believe that highly qualified personnel from throughout the directorate should be encouraged to serve rotational tours in OTR in order to assist in revising curricula. Several efforts in this direction that are already underway are particularly promising. The participation of the Associate DDI on OTR's Board of Overseers is one important way in which the directorate can better coordinate its educational priorities. Our specific suggestions about manager, analyst, and clerical employee training follow.

Training Analysts

5. We endorse the objectives and most of the specific recommendations of the [redacted] report. It correctly highlights the urgent need for new approaches in the arts and sciences of intelligence analysis, and it properly emphasizes the vital role of continuing education. Three genres of instruction are required for analysts: 1) vocational training in the techniques, methodologies, and specific requirements for their jobs; 2) substantive training about countries, regions, and international issues, and in the changing priorities of academic disciplines; and 3) consciousness-raising about such things as the role of intelligence in world and domestic affairs, the influence of the past and the future in decision making, and group and behavioral dynamics. We believe that all three areas of education should be upgraded, but that the greatest new efforts should be made on the third.

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6. Vocational training by OTR is at a minimum, but it probably would be sufficient simply to shift the emphasis of some present courses and add a few new ones. We agree with [redacted] that more should be done to train analysts to estimate and write better prose, but instruction in both areas probably can only refine and perfect the native abilities of an analyst and teach the established system. In addition, although [redacted] overemphasize the need for better training in the use of graphics and briefing techniques, we believe that in the future, intelligence judgements increasingly will be presented orally and televisually, and that the DDI should begin immediately to develop new capabilities to communicate most effectively with the media generation now coming to the fore. New analytical methodologies must be learned by virtually all analysts, and we believe that OTR should play an important role in devising and coordinating them.

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7. Substantive training in areas of expertise is conducted on a relatively small scale by OTR and we believe that it needs little expansion. The guest speaker program is popular, and should include lecturers from outside of the mainstream and the establishment. Area seminars have been useful, but in the future they might best be conducted under OTR aegis by DDI specialists on a part-time basis. OTR should remain the catalyst and focal point for Agency educational efforts, but we believe that the DDI ought to do more to educate its own people in the desired specialties. The Coordinator for Academic Relations should play a central role, and we strongly support the expanded program that is envisioned. Seminars and conferences with academic and other experts should become a regular part of career development efforts, and more opportunities for study and teaching sabbaticals should be identified. No

8. Consciousness-raising learning programs should be expanded for all employees. CIA Today and Tomorrow, the Advanced Intelligence Seminar, and similar courses are popular and useful, particularly because senior officials appear and answer questions. New courses in the history, philosophy, and ethics of intelligence work, in the function and organization of the intelligence community, and free-thinking seminars about the future of the profession would be beneficial. The problems of poor morale and disorientation more and more conspicuous in the old-line production and collection components of the Agency should be addressed in this manner and in group consciousness raising efforts. Encounter and group action environments should be created, and we especially recommend that senior officials participate. Many DDI managers have been unwilling to do so, despite frequent remonstrations by employees and the availability of a number of ideal sites for meetings, and we believe that the time has come to transfer the responsibility for organizing such efforts to OTR. ?

Training Managers

9. It has been recognized for some years that Agency efforts to prepare employees for careers in management are severely deficient, yet surprisingly little progress has been made. We believe that new efforts are needed in OTR and that a commitment to promoting better management techniques must be made throughout the directorate. Problems in management style and performance exist at all levels, and we believe that no manager should be considered so

indispensable or well-qualified that additional learning experiences are unnecessary. We recommend that OTR devise new management courses and improve existing ones for supervisors at all levels and, that executive training programs outside of the Agency and government be used more. The DDI must do more to promote and develop managerial skills and should require that all supervisors and aspiring supervisors be appropriately trained. OK

10. We believe that top managers in the directorate should be more willing to take time away from their regular duties for educational purposes. Sabbaticals, management seminars, and sensitivity sessions both with peers and subordinates doubtless would provide new insights and perspectives. Such learning leaves are accepted practice in private industry and the academic community, and we believe that if stagnation is to be avoided, all employees must be willing to expand themselves. Numerous executive training programs are available through OTR: Brookings runs several, the Civil Service Commission, Penn State, Harvard, and the University of Pittsburgh train senior managers, and the Federal Executive Institute runs excellent three and seven-week programs. We recommend that these and other executive programs be used more by senior DDI officials, and that management join with OTR in devising new ones. OK

11. Upper-middle level managers have numerous programs available -- the senior seminars, service schools, war college, etc. -- but we believe that additional ones are needed and that sensitivity training should be a required part of the learning process for career managers. Middle and lower level supervisors have several OTR courses available, but we have heard criticism about all of them, although the Mid-Career Course is praised by most who have taken it. OTR clearly needs to revamp and expand its training of new and aspiring managers. We believe, in addition, that senior DDI managers must do more to encourage the development of management skills. A lack of interest in training managers throughout the directorate -- but especially in the production offices -- is suggested by the fact that only three DDI employees (two from NPIC when it was in the DDI and one from IAS) have attended the program for Management Development at Harvard since 1960, although a total of 40 Agency employees have gone. *still hungry?*
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Training Clerical Employees

12. This much-needed area of training is almost com-

pletely neglected, much to the detriment of professionalism and morale. Typing methods have changed a great deal in recent years and continuing training in new techniques should be available. Formal, organized training in the use of MTST and the host of other advanced secretarial equipment now in use should be instituted. The DDI, and constituent components should have orientation programs for new clerical employees to instruct them in the particular requirements and functions of their components. In this manner, clerical employees would be more persuaded that indeed they are integral members of the production team. OK

13. Clerical employees should be permitted to enroll in a broader range of courses now offered by OTR. MAGID, in addition strongly endorses the directorate Advancement Opportunities Program, and continues to hope that soon it will be implemented. With or without such a program, nevertheless, managers at all levels should be encouraged to guide qualified and competent clerical employees in career and professional advancement. We believe that numerous opportunities could be made available for clerical workers in para-professional and professional categories, and that outside academic training should also be possible to facilitate the advancement of selected clericals into the professional categories. OK